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Educational Television Series 1968-69

# Teachers' Guide

DEPT. OF EDUCATION
HISTORICAL COLLECTION

# History INTERMEDIATE AND SENIOR DIVISIONS

## Man and Technology: The Industrial Revolution

Educational Television Branch
ONTARIO DEPARTMENT OF EDUCATION
1670 Bayview Avenue, Toronto 17

# HISTORY

## MAN AND TECHNOLOGY: THE INDUSTRIAL REVOLUTION

**Intermediate and Senior Divisions**

3 programs, 30 minutes each.

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## INTRODUCTION

It had been announced previously that a series of three programs, dealing with the nineteenth century Industrial Revolution, would be broadcast this year for use primarily with grade nine history classes. As a result of production problems, these programs had to be deferred. In their place, a feature film, *The Organizer,* will be telecast in three half hour segments. This particular film, made in 1963, was directed by Mario Monicelli, stars Marcello Mastroianni, and deals directly with some of the problems of the new industrial state.

Set in the 1890's in the industrialized north of Italy (Turin), the film revolves around the attempts of the workers of a textile factory to force the owners to accept the principle of collective bargaining. When the requests of the employees concerning the improvement of working conditions are rejected, they are urged to strike by a visiting professor (Mastroianni).

The strike develops into a war of attrition with everyone in the town suffering from its effects. Eventually, the strike is broken and the situation *appears* to revert to what it was at the beginning of the film.

## PROGRAM 1

### THE ORGANIZER — PART 1

The viewer is afforded a revealing glimpse into the appalling working and living conditions of the late 19th century. Families live in one room with little heat, light, and food. Entire families work a fourteen hour day in a steam-powered textile factory with dangerous, open-belt machinery, supervised by watchful overseers. As the narrative unfolds, an accident occurs due to fatigue. The workers decide to take collective action by quitting one hour early. Part One ends with the failure of their attempt.

## PROGRAM 2

### THE ORGANIZER — PART 2

Professor Senegalia, the "organizer", arrives on the scene. He advises the men to band together and embark upon a complete strike. Eventually, the workers do take this course of action. Attempts to negotiate fail, and the factory managers decide to import "scab" labour from a neighbouring town. The strikers meet the train bringing in the new workers, a fight develops and tragedy results.

## PROGRAM 3

### THE ORGANIZER — PART 3

The managers realize that it is the professor who is holding the workers together and they begin to use their influence with the police to have him arrested. As it turns out, the professor is wanted by the police in Genoa for similar organizing activities. At the same time, the resolution of the workers is weakening, as food and fuel run out. A meeting is called to decide on the next move. The professor, who is now a fugitive, comes out of hiding and convinces the strikers to march on the factory. They do, and again tragedy results with the death of a young boy. The professor is arrested, the strikers go back to work — the strike is broken.

notes

## POST-VIEWING ACTIVITIES

The film can be used as a case study of a particular situation that was directly related to the development of 19th century technology and the factory system. This case study can serve as motivation for further study into these historical developments. The specific teaching suggestions are broadly split into two parts: those directly related to the film and those related to the era in general. While the film has an Italian setting, the problems and situations presented undoubtedly had their counterparts in England. Consequently, the Italian context adds another dimension to the students' study of the Industrial Revolution in England.

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### ACTIVITIES RELATED TO *THE ORGANIZER*

#### DISCUSSION

1. "The film was produced by individuals who are obviously sympathetic with the socialist or communist point-of-view."
2. The workers in this film began at 6 a.m. and quit at 8:30 p.m., with one-half hour for lunch. It should have been obvious to the factory owners that this was inefficient management of human resources.
3. The factory in the film was steam-powered. What fuel was used to create steam power? What effect would this have upon the location of the factory?
4. Some quotes from the workers:
   - "We are nothing but animals."
   - "We're going to show them (the bosses) the way they work it in England."
   - "For the bosses, it's a matter of principle; they will hold out for years."
5. Some quotes from Professor Senegalia:
   - "You must agree on total unity of intent."
   - "We have to be tough – this is no time for false sentimentality – there is no room for mercy."
   - "I'm just a teacher."
   - "This struggle really began in the days of Spartacus."
   - "The voice of the majority is the voice of wisdom."
   - "You never win the first time."
6. Some quotes from the bosses:
   - "They really mean business – it looks like the end of the world."
   - "They are quarrelling – that's a good sign."
   - "We have treated them too well for 20 years."
   - "We have more powerful friends than theirs."
   - "Here they are – our revolutionaries."
   - "A human being is a working animal."
7. For collective bargaining to work, *all* of the workers must agree to a common course of action. How does the film support this view?
8. "The rise of industry has scarred the countryside, polluted the air and water, and robbed many human beings of their dignity."
9. "Professor Senegalia is representative of the dreamy intellectual who likes to play with other people's lives. He does not really care about them."
0. The "bosses" in the film are certainly not portrayed in a favourable light. How does the film-maker portray them? How fair a treatment is it?
1. It has been said that the factory system made men slaves to machines. Is this true?

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#### REPORTS OR ESSAY WORK

1. Working conditions in 19th century factories (could be compared with those of today).
2. The development of the labour movement in England.
3. The major problems facing labour today.
4. The attitudes of corporations today compared with those of the 19th century.
5. A report on a current strike and its effect upon the community.
6. Laws then and now concerning hours of work, minimum wage, and child labour.
7. The process of collective bargaining today.

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#### PROJECTS

1. A student-taped interview with an older blue-collar worker concerning: changing working conditions, attitudes to "bosses", attitudes to unions, attitudes to strikes.
2. A visit to the classroom by resource people; for example, a union official, a labour relations expert.
3. A field trip to a modern factory.

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#### COMPLEMENTARY VIEWING

1. *On the Waterfront* – Columbia Pictures – a treatment of union corruption on the docks of New York.
2. *Day After Day* – National Film Board – a poetic, short film concerning the relationships of men and machines in a paper mill in Quebec.
3. *Do Not Fold, Bend or Mutilate* – National Film Board – a narrative film concerning an aging union leader faced with changing conditions.

## ACTIVITIES RELATED TO THE ERA

The following are suggestions related to the theme of culture and technology. *The Organizer* and its resulting activities could serve as a stimulating introduction to some of the following suggestions.

### DISCUSSION

1. Discuss areas in which the steam-engine was successfully applied.
2. Compare the philosophy of the Luddites to the attitude of a present-day worker. What dangers to his job and security does he see? How valid are his fears? What is the threat of automation?
3. "The Luddite is an example of the traditional reactionary who opposes progress and change."
4. What factors might be considered when locating a factory? Use specific examples from well-known areas.
5. What are the characteristics of a model factory? Consider physical conditions, psychological factors, promotions, penalties, and social aspects.
6. Is there a difference between having a factory owner or a landed gentleman as master? Compare the factory and its owner with those of today. What makes the difference, if any?
7. Debate the value of Adam Smith's economic theory "The Wealth of Nations".
8. "The nineteenth century Industrial Revolution is not one of technology, (that development began in the Middle Ages), but one of managerial administration. The factory system was merely a new and effective method of exploiting the developing technology."
9. "While it is true that the factory system did result in some abuses, the advantages it bestowed upon the populace were enormous."
10. Why was housing so bad in the early period of industrialization?
11. What benefits have resulted from urbanization?

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### REPORTS OR ESSAY WORK

1. Relate the following to the various streams of change in England in the eighteenth century:
   - the U.S. cotton supply and the inventions in the spinning and weaving industry
   - the steam-engine and the decline of the cottage industry
   - location of iron and coal mines and the growth of new cities
   - agricultural improvements (Tull Townshend, Bakewell) and population displacement.
2. Consider the changes in power sources with reference to the following:
   - the renewed importance of water power
   - the discovery of new elements
   - future possibilities
3. What effect did the French Revolution and the Napoleonic Wars have on the evolving technological society?
4. What were the effects of rapid transportation on society?
5. Compile a list of significant developments in the technological revolution following Watt's invention.
6. What laws have been set up to regulate the work period and control child labour? What prompted the reform? Where did it come from? Why?
7. Report on the nineteenth century British factory from the points-of-view of the following, as you would imagine them to be: Karl Marx, Henry Ford, The Beatles, a hippie, your teacher.

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### PROJECTS

1. Suggested project topics:
   - crops for the Arctic
   - taming the Tropics
   - harnessing the sun
   - sea-ranching; fish farming
   - the invention of a new substance

   Show effects on people and the development of related industries.
2. Do projects or illustrated charts on: advertising (packaging, hard-sell, soft-sell); the disappearance of the corner store or the small factory; a tour of a local factory.
3. Have the students conduct a survey of opinions on political, economic, and social attitudes of contemporary society. The people surveyed may be parents, neighbours, teachers, or older students. The survey may include questions on: jobs, cars, the cost of living, housing, working wives, unions, computers, immigration, interest in elections, leisure, newspapers, traffic.
4. Have students design or describe: the perfect house; the perfect town; the perfect life.
5. Define or illustrate pictorially such terms as: automation-handicraft; individualism-socialism; socialism-communism; management-labour; conservative, liberal, radical; urban planning.
6. Carry out projects, research, debate, or panel discussion on:
   - areas in which we are not using science as we should
   - automation means a better life
   - the weak link in the production line is man
   - how interdependence affects our lives
   - can there be too much science?
   - the problems of industrialization — air pollution, water pollution, apartment living, waste disposal (scrap-iron, tin cans and trash), traffic, the mechanical man.
7. Consider underdeveloped countries like Kenya or India. Can they profit from our experience? Is the machine the answer for them? Must every society be technological?

**Note:** The following reading is related to studies on this period.

Speenhamland's *System of Poor Relief*, 1792.

Oliver Goldsmith's *The Deserted Village.*

Elizabeth Barrett Browning's *The Cry of the Children.*

Novels by Charles Dickens, Charles Kingsley.

Benjamin Disraeli's *Sybil or Two Nations.*

Report of the Coal Mines Inquiry Commission, 1842.

Report of the Factories' Inquiry Commission, 1833.

Robert Owen's *Model Village in New Lanark.*

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MUMFORD, LEWIS. Series of six films on "The City": National Film Board.

a) The City — Heaven and Hell.
b) The City — Cars or People?
c) The City and its Region.
d) The Heart of the City.
e) The City as Man's Home.
f) The City and the Future.

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notes

HISTORY

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Intermediate and Senior Divisions
3 programs, 30 minutes each

| Prog. No. | CBC Ontario Network 9:30-10:00 | CBLT (6) Toronto 10:00-10:30 | CHCH (11) Hamilton 9:30-10:00 | CKCO (13) Kitchener 10:00-10:30 | CJOH (13) Ottawa 9:30-10:00 | CBOT (4) Ottawa 10:00-10:30 | CKLW (9) Windsor 11:00-11:30 |
|---|---|---|---|---|---|---|---|
| 1 | APR. 11 – 10:00-10:30<br>APR. 15 | APR. 21 | APR. 22<br>MAY 12 – 9:10-9:40 | APR. 22 | APR. 21 | FEB. 26 | APR. 29 |
| 2 | APR. 16 – 9:45-10:15<br>APR. 21 – 10:00-10:30 | APR. 23 | APR. 25<br>MAY 13 | APR. 29 | APR. 25 – 9:35-10:05 | MAR. 5 | MAY 6 |
| 3 | APR. 22<br>APR. 29 | APR. 28 | APR. 29<br>MAY 15 – 9:10-9:40 | MAY 6 | MAY 5 | MAR. 12 | MAY 13 |

# THE INDUSTRIAL REVOLUTION